BEST AVAILABLE COPY

R4800 - 2B

STUDIES
Concern over the quality and standards of precollegiate education has prompted more than a score of research studies on public schools, particularly at the high-school level. For a listing and brief description of the major national studies:

See Page 12.

RESEARCH
Some of the nation's brightest young scientists gathered in the U.S. capital to display their research projects and compete for college scholarships in Westinghouse's 42nd annual Science Talent Search.

See Page 7.

WORK
The number of high-school students holding part-time jobs has been steadily rising, causing educators and researchers to warn that the practice "has gotten out of hand," and its educational liabilities outweigh its benefits, they suggest.

See Page 6.

EDUCATION WEEK

American Education's Newspaper of Record Volume II, Number 25 · March 16, 1983
© 1983 Editorial Projects in Education

Tenn. Governor Presses Master-Teacher Proposal

N.E.A. Affiliate Opposes Concept, Offers Alternative

By Thomas Toch

Correspondent Jim O'Hara contributed to this report.

Gov. Lamar Alexander of Tennessee is mounting a carefully crafted, eclectic lobbying effort to win state legislative approval for his bold plan to introduce a statewide merit-pay system for teachers.

His initiative has attracted the close attention of the two leading national teachers' unions, whose leaders say the passage of the Tennessee plan may kindle similar moves in other states.

After announcing the so-called "master teacher" plan in January, the Governor began touring the state to promote it among civic clubs, parent-teacher associations, and school administrators; he even made the plan the topic of an address to the state manufacturers' association—which has since endorsed it.

12-Person Task Force

A 12-person task force of officials "on loan" from the Governor's office and other state agencies—six of whom have worked on Mr. Alexander's two successful gubernatorial campaigns—has been set up to push the plan. It has established a speakers' bureau and toll-free telephone hotlines, and has spent $17,000 printing and mailing a four-page flier on the 45 most-asked questions about the plan. Some Tennessee state legislators have dubbed the task-force members "Alexander's political operatives."

The Governor also made an unprecedented appearance before a joint meeting of the state's House and Senate education committees in a hearing room packed with supporters of the master-teacher plan, many of whom sported buttons reading 'Master Teacher Now."

And Governor Alexander, seeking support beyond the education community, wooed a dozen of Tennessee's top lobbyists with a reception at his executive residence. Representatives of the state's beer, liquor, insurance, grocery, and real-estate industries were among those who heard the Governor's pitch on master teachers.

Local political observers said lobbyists have not been personally courted like that since the days of the administrations of Gov. Frank Clement in the 1950's and 1960's. The reception occasioned quips in the hallways of the state capitol about "master lobbyists."

The Governor's efforts have apparently already paid off. The master-teacher plan, which would replace the state's current two-tier teacher-certification system with a four-level plan designed to identify and reward top-level experienced teachers, has been endorsed by the Tennessee School Boards Association, the Tennessee Principals Study Council, the Tennessee Superintendents Study Council, the Memphis Board of Education, and the Tennessee Children's Services Commission, as well as by the manufacturers' group.

In addition, Mr. Alexander, a Republican, has won support for the master-teacher plan from the leadership of both chambers of the Democratically controlled Tennessee Legislature, and from other influential

Continued on Page 16

Education Funds Are Included in Federal Jobs Bill

By Tom Mirga

WASHINGTON—The Senate was expected by the end of last week to complete action on a $3.7-billion jobs-creation measure that would increase federal spending for education and for summer youth employment by a total of $350 million in the current fiscal year.

As approved by the Senate Appropriations Committee, the bill, H R 1718, would provide an additional $60 million for construction in school districts that receive federal impact aid, $40 million for the construction of "barrier-free" entries in schools, $50 million for public-library construction, $100 million for the College Work Study program, and $100 million to provide jobs for young people this summer.

The Senate also approved a nonbinding amendment to the bill offered by Senator

Continued on Page 11

$1-Billion School Plan Accepted by Judge In West Virginia

By Mark Ward
Special to Education Week

CHARLESTON, W. VA.—A West Virginia trial judge has accepted the lion's share of a plan generated by the state board of education to raise the state's schools to "thorough and efficient" standards.

Ohio County Circuit Judge Arthur M. Recht, who last May declared the state's method of financing public schools unconstitutional, had only minor criticisms of a 356-page master plan that was delivered to him in January.

The plan, which was drawn up by a committee of 99 school administrators, teachers, and parents, sets forth specific standards in 50 curriculum areas—from prekindergarten through adult education.

It calls for the hiring of 5,000 new school staff members across the state and the expansion of support services such as counseling and health care. It suggests revisions in the school-funding formula to counteract the effect of different property values

Continued on Page 16

Districts Seek Ways To Cut Soaring Health-Insurance Costs

By Hope Aldrich

School budget managers, who have struggled over the last decade to contain soaring energy costs through conservation measures and even school closings, are now grappling with another equally intractable fiscal problem—health-insurance costs.

Driven upward by spiraling hospital and medical fees, health-insurance premiums are rising at a pace that has spurred school districts from coast to coast to dream up less expensive alternatives to their current programs, including the least costly of all: keeping their employees fit.

In 1982, the cost of health care in America rose nearly three times faster than consumer prices in general, according to the U.S. Commerce Department, and was one of the fastest-growing costs in the Consumer Price Index.

This school year, health-insurance costs rose an average of 25 percent for many districts, and for some as much as 45 percent. In the state of Washington, costs soared 54 percent.

Districts are "lucky if they get away with 25 percent," said Nestor R. Roos, professor of insurance at the University of Arizona's business school. The costs reflect the "huge" increases in hospital rates and doctors' fees, he and other experts said.

Health-insurance coverage became commonplace in most school districts after World War II, and during the 1960's and mid-1970's employers bore most of the costs, according to Ronald D. Rakich, director of risk management at the Texas Association of School Boards. These days, health costs consume about 3-to-5 percent of most school budgets, and employers tend to pay for individual coverage while employees pay for dependents, he said.

Administrators across the country are experimenting with a variety of cost-cutting options, including hiring third parties to audit claims made under their programs (one district recovered millions of dollars this way), forming new insurance "pools" among small districts, and launching rigorous fitness programs. Some districts can already point to significant savings as a result of their efforts.

$19.5-Million Health-Insurance Bill

Two years ago, Boston was faced with a $19.5-million health-insurance bill for its 28,000 public employees, including teachers. "Something had to give. It was getting ridiculous," recalled Leo J. Ronan, the city's assistant insurance coordinator.

City officials attacked the problem by hiring an outside accounting firm to examine each insurance claim. Officials were startled, they said, by the findings: "We found 2,000 people who weren't even eligible. We found out we were getting bills from people who had left the city years ago—retirees all over the country who'd go into a hospital and use their Blue Cross card," said Mr. Ronan. "We were losing millions of dollars."

Although the city continued to contract with Blue Cross to process the claims, it hired the auditing firm on a permanent basis to audit the claims, according to Mr. Ronan. That move saved $2,750,000 in fees and commissions the first year, he said.

Many other public-employee groups have discovered similar accounting breakdowns and are moving to hire auditors, said Natalie Wasserman, executive director of the Public Risk and Insurance Management Association, a Washington-based, nonprofit organization of insurance administrators in local governments.

The audits are "revealing enormous gaps in the system," she said. "People are being charged for things that never occurred." As a result, several accounting firms are now specializing in claims auditing, she added.

Some school districts have turned to "self-insuring" (also called self-funding) as a way of cutting costs. Under this approach, a school district pays for claims out of its

Continued on Page 15

THE WEEK

A SUMMARY OF NEWS AND EVENTS

IN SUMMARY

Competency Testing: Will It Pass?
A federal judge's ruling in a Florida case could affect student-competency examinations nationwide. **Story on Page 4.**

Riding the Waves
In an experimental project in Virginia, National Public Radio will send computer programs to schools via radio waves. **Story on Page 4.**

Questioning the Work Ethic
Educators warn that part-time work may be distracting students from their studies and extracurricular activities. **Story on Page 6.**

Raising Standards in Oregon
Saying that many freshmen in its colleges are unprepared, the state board is raising admission requirements. **Story on Page 8.**

The Federal Education Budget
A Senate committee is unsympathetic for the Administration's proposed cuts in funding for the nation's schools. **Story on Page 9.**

More Problems at N.I.E.
Education researchers claim efforts are underway to convert the institute into a "New Right think tank." **Story on Page 9.**

Desegregation
School officials say that the conversion of federal aid into a block grant is hampering voluntary desegregation efforts. **Story on Page 10.**

Lobbying for Lobbying
Education groups have successfully resisted rules to limit lobbying by groups that receive federal funds. **Story on Page 11.**

Associations Column	13	Hearings	11
Colleges Column	14	In Federal Agencies	11
Commentary	18 and 24	In the Press	18
Computer Column	16	Letters	19
Deadlines	20	Marketplace	22
Events	20	New Bills	11
Federal File	10	Schools: What Works	15
For the Record	11	Washington News	9

EDUCATION WEEK (ISSN 0277-4232) is published 42 times per year (weekly except for the first week in January, the last week in June, the month of July, the first two weeks in August, the last week in November, and the last week in December) by Editorial Projects in Education, Incorporated. Editorial and Advertising Sales Offices located at 1333 New Hampshire Avenue, N.W., Suite 560, Washington, D.C. 20036. (202) 466-5190. Subscriptions: U.S. and Canada: $39.94 for 42 issues. Foreign: $85.94 (airmail) and $56.44 (surface mail) for 42 issues. Application to mail at second-class postage rates is pending at Washington, D.C. and at additional mailing offices. **POSTMASTER:** Send address changes to EDUCATION WEEK, P.O. Box 1939, Marion, Ohio 43305. Volume II, Issue 25.

Main Editorial and Business Office
Suite 560, 1333 New Hampshire Avenue, N.W.
Washington, D.C. 20036
(202) 466-5190

Midwestern Editorial Office
451 The Arcade
Cleveland, Ohio 44114
(216) 241-7320

EDITOR & PUBLISHER
Ronald A. Wolk

EXECUTIVE EDITOR
Martha K. Matzke

ASSISTANT EDITORS
Susan Walton, Eileen White

COMMENTARY EDITOR
Thomas Toch

STAFF WRITERS
Hope Aldrich, Charlie Euchner, Susan Foster, Alex Heard, Tom Mirga, Sheppard Ranbom, Thomas Toch

MIDWESTERN BUREAU
Peggy Caldwell

ASSISTANT COMMENTARY EDITOR & SYSTEMS MANAGER
Anne Bridgman

EVENTS EDITOR & COPY EDITOR
Tricia Furniss

ART DIRECTOR
Beth L. Schlenoff

ASSISTANT ART DIRECTOR
Ann Rickerich

EDITORIAL ASSISTANTS
Wendy McCarren, Ann Rickerich

CIRCULATION MANAGER
Rhonda J. Sucher

ASSISTANT TO PUBLISHER
Jeff Ranbom

BOOKKEEPER
Lorna Green

PRODUCTION ASSISTANT
Libby Hatch

CIRCULATION ASSISTANT
Donna Scampoli

INTERN
Monique Hughes

DISPLAY ADVERTISING

East Coast and Midwest
Director
Leslie K. Hubbard
Assistant Director
Frances Gibel
Suite 560
1333 New Hampshire Avenue, N.W.
Washington, D.C. 20036
202/466-5190

ADVERTISING SALES REPRESENTATIVE

West Coast, Oklahoma, and Texas
Joe Shere
1507 Bonnie Doone Terrace
Corona del Mar, California 92625
714/640-5689

Grants to help establish *Education Week* have been made by the following philanthropic foundations: Atlantic Richfield Foundation, Mary Reynolds Babcock Foundation, Carnegie Corporation of New York, Cleveland Foundation, Denver Foundation, Geraldine R. Dodge Foundation, E.I. du Pont de Nemours & Co., Exxon Education Foundation, Faye McBeath Foundation, Frost Foundation, George Gund Foundation, Hartford Foundation for Public Giving, Kettering Family Fund, Esther A. and Joseph Klingenstein Fund, Lilly Endowment, William Penn Foundation, Permanent Charities Fund of Boston, Rhode Island Foundation, San Francisco Foundation, Shell Companies Foundation, The Tinker Foundation.

SUBSCRIPTION RATES IN U.S. AND CANADA

One year (42 issues). . .$39.94. Outside the U. S. and Canada. . .$56.44 per year for surface mail and $85.94 per year for airmail. Send subscription correspondence to: Education Week, P.O. Box 1939, Marion, Ohio 43305.

Back issues are available at $1.71 each (including 71¢ for first class postage). Send order to: Back Issues, Education Week, Suite 560, 1333 New Hampshire Avenue, N.W., Washington, D.C. 20036.

Subscriptions and Changes of Address
Post Office Box 1939
Marion, Ohio 43306

NATIONAL

Reagan Introduces Prayer Amendment

President Reagan, declaring that "freedom prospers when religion is vibrant and the rule of law under God acknowledged," sent to the Congress last week a proposed constitutional amendment to permit prayer in public schools.

The President unveiled the new measure during a meeting of evangelical Christians in Orlando, Fla. A similar initiative that he supported last year failed to win the support of the Senate Judiciary Committee.

"When our founding fathers passed the First Amendment, they sought to protect churches from government interference," the President told members of the religious group. "They never meant to construct a wall of hostility between government and the concept of religious belief itself."

Justice Department Affirms Its Support Of Prayer in School

Although the Justice Department decided earlier this month not to file a brief in support of voluntary school prayer in two Alabama court cases, the Reagan Administration and the Justice Department remain committed to allowing voluntary prayer in the schools, according to a Justice Department spokesman.

Officials in the department chose not to file a brief in the two Alabama cases, now being appealed in the U. S. Court of Appeals for the 11th Circuit in Atlanta, because they decided that they would rather wait until those—or some other case—"turn on the Establishment Clause of the First Amendment instead of the 14th Amendment," according to Thomas P. DeCair, director of public affairs for the department.

Last month, U. S. District Judge W. Brevard Hand ruled in favor of voluntary school prayer in both cases on the grounds that the Establishment Clause of the U. S. Constitution was intended by the framers to prohibit only the federal government, and not the states, from establishing religion.

Parents Would Gain $211 in Tax Credit Under Reagan Plan

If the Reagan Administration's tuition tax-credit proposal were enacted, the average tax credit available to parents who pay private-school tuition would be approximately $211 in 1985, according to an analysis of the plan's economic effects.

That amount would be equal to 95 percent of the current average per-pupil federal expenditure on public schools, says a report prepared by the Education Commission of the States for the National Institute of Education.

The amount of the credit would range from $180 to $258, and states in New England, the Southeast, the Southwest, the Rocky Mountain region, and the Far West would receive a slightly higher proportion of tax credits as compared to enrollments, the analysis said.

Rehearing Is Asked For Title IX Case In Appeals Court

A lawyer representing the father of two Ann Arbor, Mich., girls has asked a federal appeals court to rehear a lawsuit challenging a lower court's ruling that Title IX of the Education Amendments of 1972 applies only to those parts of a school that receive federal aid directly.

Early last month, the U. S. Court of Appeals for the Sixth Circuit ruled in *Othen* v. *Ann Arbor School Board* that the lower court should not have ruled on the merits of the case because the only question before it was a request for attorney's fees.

The three-member appeals panel then held that, on the basis of its reading of the record, the father of the two former high-school students was not a prevailing party in the case and therefore was not entitled to compensation.

Jean King, the lawyer representing the Othens, contended in papers filed with the appeals court that the three-member panel misread the issues in the case and should have ruled on the question of whether interscholastic athletics in a public high school are subject to Title IX where the school system receives federal impact aid, which subsidizes the school system generally.

Recently, the U. S. Supreme Court agreed to hear *Grove City College* v. *Bell*, a case which also tests the applicability of the anti-sex-discrimination statute to educational institutions that receive federal aid as a whole.

STATES

Audit Is Ordered Of Spec. Education In Massachusetts

A committee of the Massachusetts legislature has ordered a detailed audit of the state's special-education program because the results of an earlier study showed that the state had proportionately more special-education students than any other state in the nation.

In a report released this month, the Senate Committee on Post Audit and Oversight of the state legislature noted that the number of students receiving special-education services under Chapter 766, the state special-education law, is more than twice the national average.

The legislative report further alleges that school districts may be taking advantage of the weighted funding formula for handicapped students to get more revenue from the state.

In denying those charges, Roger Brown, director of special education for the state department of education, said that the legislative report compares 1978 and 1981 statistics, and the methods for computing the statistics differed. "It's like comparing apples and oranges," he said.

Mr. Brown said that the department is preparing a response to the legislative report that will refute the allegations point by point. "We do agree that there are questions that should be pursued," he said, adding that the department will be cooperating with the legislature on its planned audit.

Md. Ruling Finds School Not Liable For Gym Accident

The Maryland Court of Appeals early this month refused to force the Montgomery County school district to pay damages to a student who is handicapped as a result of a 1978 accident that occurred in a physical-education class.

In a 6-to-1 decision, the state's high court ruled that Gaithersburg Junior High School was not responsible for an accident in which Michael Harrison, then 14 years old, fractured his spine.

Mr. Harrison, who now lives at a special school for the handicapped in Illinois, was injured while doing a front flip during class. He contended that the teachers should have prevented him from doing the flip.

The plaintiff argued that the court should adopt a new standard to hold individuals liable for their actions. Under a 135-year-old state law, the district is not at all liable because the boy was at least partly responsible for the accident.

The teachers named in the suit testified that they had told students not to perform such acts and therefore had fulfilled their obligations.

The court, in overturning an earlier ruling by the Montgomery County Circuit Court, said that the boy contributed to his injury.

DATABANK

Applicants for College Aid

More than half of the high-school seniors interested in continuing their education applied for financial aid, a 1980 survey of the National Center for Education Statistics found. Application rates varied according to such characteristics as family wealth and size and student aspirations.

Student/family characteristic	Percentage applying	Percentage applying within each level of family income: $0-$12,000	$12,001-$18,000	$18,001-$30,000	$30,000-$48,000	more than $48,000
Total	51%	63%	56%	53%	50%	35%
Family net worth:						
-$5,000 or more in debt	52	59	46	55	55	44
-$4,999 in debt to +$99	62	67	63	59	62	24*
+$100 to +9,999	56	58	60	59	50	54
+$10,000 to +$49,999	44	53*	41	45	46	36
more than +$50,000	32	51*	62	30	35	27
Number of siblings in college:						
Zero	46	56	51	48	43	35
One	51	68	60	49	52	31
Two or More	67	64	80	81	70	45
Expected schooling costs:						
None	13	11	9	19	6	16
Less than $500	27	41	47	35	20	10
$500 to $1,000	49	74	62	49	41	27
$1,001 to $2,000	64	82	77	64	62	47
$2,001 or more	66	84	82	76	72	40
Expected living expenses:						
None/probably live at home	30	41	34	34	25	23
Less than $1,000	56	64	56*	50	51	27*
$1,000 to $1,999	66	80	79	67	69	40
$2,000 to $2,999	68	83	77	72	68	49
$3,000 to $3,999	57	61*	69*	63	67	36
$4,000 or more	50	67	44*	70	53*	32
Parental savings for education:						
None	51	62	56	51	47	32
Less than $1,000	62	79*	72*	56	59*	22*
$1,000 to $3,000	53	51*	48	56	52	50
$3,001 to $6,000	47	22*	60*	42	53	44
More than $6,000	36	18*	75*	36*	48	31
Educational aspiration:						
Vocational training	33	37	36	33	26	33
Some college	43	59	36	51	40	23
Complete bachelor's degree	58	77	74	61	56	36
Master's or professional	63	79	85	64	62	41
Plans for year after high school:						
Attend some type of post-secondary inst.	58	72	66	63	56	39
Other	26	40	27	26	25	19
Parental knowledge of federal financial aid programs:						
A. Pell grants:						
None	22	32	20	24	21	19
A little	60	67	65	58	64	46
A lot	80	88	82	84	75	66
B. National Direct Student Loans:						
None	42	54	44	43	38	31
A little	53	71	67	55	51	33
A lot	77	82	84	86	75	57
C. Guaranteed Student Loans:						
None	40	56	44	39	34	20
A little	51	64	63	55	49	34
A lot	76	79	81	87	79	60
D. College work-study:						
None	37	46	38	38	36	27
A little	54	71	63	56	51	38
A lot	75	77	83	82	73	54
E. Number of major federal financial aid programs known to parents:						
None	19	34	19	18	16	16
One	43	66	41	50	36	19
Two	51	65	60	47	50	34
Three	59	66	72	64	54	46
Four	69	85	76	71	73	50
Student inclination to borrow:						
Borrow	60	69	67	64	60	44
Other means	43	56	50	41	43	28
High school grades:						
A	71	89	73	72	70	55
A-B	57	61	60	57	56	42
B	49	64	57	52	45	33
B-C	41	53	40	46	42	21
C or lower	33	49	28	34	25	28
Race/ethnicity:						
White, non-Hispanic	48	59	56	52	49	31
Black, non-Hispanic	69	74	69	65	71*	63*
Hispanic	52	54	46	52	65*	41*
Other	48	52	39*	53	37	54

* Sample size less than 30.
Note: Each number in parentheses is the standard error of the associated percentage.
Source: National Center for Education Statistics

Fla. Awaits Decision in School Suit

Continued from Page 4

ple, that students may not learn a specific skill if they miss class or if they are bored by the material.

He also said such distractions as video games could be partially responsible for the relatively high number of failures. According to Florida statistics, approximately 2.5 percent of all Florida students fail the test on all of the five attempts permitted by the state.

Anti-test lawyers, most of them from the Center for Law and Education in Cambridge, Mass., countered with two experts of their own. The Center for Law and Education is funded through the U. S. Legal Services Corporation, the federal government's $241-million effort to provide legal help for the poor.

'Equal Opportunity'

Robert Linn, a professor of education at University of Illinois, testified that the failure rate on the test should be much lower if all students actually are receiving the "equal opportunity" that the state claims.

Mr. Linn said, for example, that the state's contention that a student who has mastered a specific skill sometime during his academic career is adequately prepared to demonstrate that skill on the examination was "just plain wrong."

"It's not enough," Mr. Linn said.

Robert Calfee, an education psychologist from Stanford University, said a statistical analysis of the state's study indicates that some of the skills are being taught in Florida schools more often than others are. Mr. Calfee said the teacher surveys, for example, show a difference of up to 15 percent from school district to school district in the number of test-related mathematics skills taught in junior high schools.

'Vestiges of Segregation'

Before Judge Carr makes his ruling, he probably will hold one more hearing in the five-year battle over the functional-literacy test. In 1981, the appeals court also asked him to review the "vestiges of segregation" argument presented by the plaintiffs' lawyers.

Since the test was introduced in 1977, black students have failed at a far higher rate than whites. In 1979, Judge Carr ruled that the test itself was not discriminatory, but postponed his decision on the withholding of diplomas until Hillsborough County seniors could be said to be the products of a totally desegregated school system.

This is the first year in which that is the case.

Special Obstacles to Learning

The lawyers opposing the test, however, have argued that "vestiges of segregation"—such as higher suspension rates and additional busing burdens—continue to present special obstacles to learning for black students and affect their performance on the test.

Judge Carr said he will decide later this month whether to hear additional arguments on that question.

Of the massive study presented by the state, the judge said, "I do intend to look at a great deal of this data. Hearing about it is no substitute for holding it, feeling it."

COLLEGES

New York University, which in 1890 established the nation's first graduate school of education, plans to support its efforts to train able teacher candidates by establishing a $100,000 scholarship fund.

Noting the "special responsibility" of colleges and universities to help strengthen secondary and elementary schools, John Brademas, N.Y.U.'s president, said the new fund would provide up to 50 scholarships of $2,000 each and would be supplemented by additional financial aid based on students' need.

Scholarships will be awarded on the basis of an applicant's minimum combined score of 1100 on the Scholastic Aptitude Test, academic records, and demonstrated interest in the teaching profession.

The education program is now conducted within the School of Education, Health, Nursing, and Arts Professions, organized in 1974 to reflect "the broadened focus of N.Y.U.'s teaching programs in allied professions," according to a spokesman.

□

In a study that the researchers suggest bears on the use of test cutoff scores in admission decisions, black graduate students at the University of Florida were found to have higher grade-point averages than white students whose scores were the same on the Graduate Record Examination (G.R.E.).

"At any given level of G.R.E. scores, black students outperform white students. At a G.R.E. score of 800, the black student may have a 3.4 grade-point average; the white student with the same G.R.E. will have a 3.19 average," said Richard R. Scott, a psychologist, who conducted the study with a colleague.

The researchers compared scores and grade-point averages for all 96 black students in the unversity's graduate school in 1980 with those of randomly selected white students. "What it really comes down to is the cutoff point for black students can be lower than the cutoff point for white students and still lead to good performance," Mr. Scott said. He said the G.R.E. "tends to devalue the skills and resources which contribute to the eventual high performance of blacks, and exaggerates the skills and resources of whites."

□

The 37-member group of college presidents that drafted the new eligibility rules for freshman athletes approved by the National Collegiate Athletic Association in January says it may want to modify them.

Members of the group, which has held several meetings during the past month, say they may propose barring all freshmen from intercollegiate competition, at least in basketball and football.

□

Yale, Harvard, and Princeton Universities, and Dartmouth College are all reporting significant drops in applications for next fall's freshman class—from 10 percent at Yale to 4 percent at Dartmouth. Officials at the schools attribute the decline to economic conditions and population trends.

Columbia, Cornell, and the University of Pennsylvania report slight application increases, and Brown University reports an increase of 13 percent.

Although women make up only about 2.3 percent of all working engineers nationwide—an increase from 1976 when they comprised 1.6 percent—the number of women entering one engineering field is reportedly growing rapidly.

Chemical engineering is by far the most popular of the engineering fields for women, according to faculty members at Louisiana State University, where there are 106 women students in a chemical-engineering program of 368.

Some 1,580 women graduated with degrees in chemical engineering from accredited university engineering programs in 1981, compared to 999 in mechanical engineering and 960 in electrical engineering, according to the bulletin of the American Association of Engineering Societies.

The increased interest of women in chemical engineering is apparently surging first at the high-school level, where they are swelling enrollments in chemistry classes, according to a spokesman for the National Society of Professional Engineers.

"Girls are astute enough to see that chemists and chemical engineers tend to make more than teachers and nurses," says Geoffrey Pierce, a professor of chemistry at Louisiana State.

□

Roughly half the nation's college graduates pursue some form of graduate education, according to a study of recent trends in graduate and professional education prepared for the National Commission on Financial Assistance by scholars at Stanford University.

Though many students in recent years have been shying away from graduate programs because of their fear of accumulating too many debts, one of the study's findings suggests that "generally, graduate students are frugal borrowers."

Cumulative graduate loans incurred by doctoral students averaged $5,500 after 3.3 years of study, while those of students enrolled in M.A. programs averaged $7,250 and those in M.S. programs $5,600.

A recent survey of graduate students at Princeton University indicated that average total loans for those who had borrowed range from $4,600 to $7,000.

A Stanford University survey found that half the graduate students responding expect to carry total educational debts—graduate and undergraduate—averaging $9,500.

Among the trends noted in the report:

- The number of doctorates awarded each year peaked at about 34,000 in 1972-73, and it has declined by roughly 2,000 since then.
- The number of master's degrees awarded each year peaked at about 318,000 in 1976-77 and has declined by more than 15,000 since then.
- The number of first professional degrees awarded each year—primarily degrees in medicine and law—increased throughout the 1970's and is expected to continue climbing somewhat above the number currently graduating (about 70,000).
- The proportion of women among graduate students has risen steadily over the past decade, from 40 percent to 50 percent. —M.M. & S.R.